



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 10561236  
SAU: Ellsworth School Department  
School: Ellsworth High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: May 2008

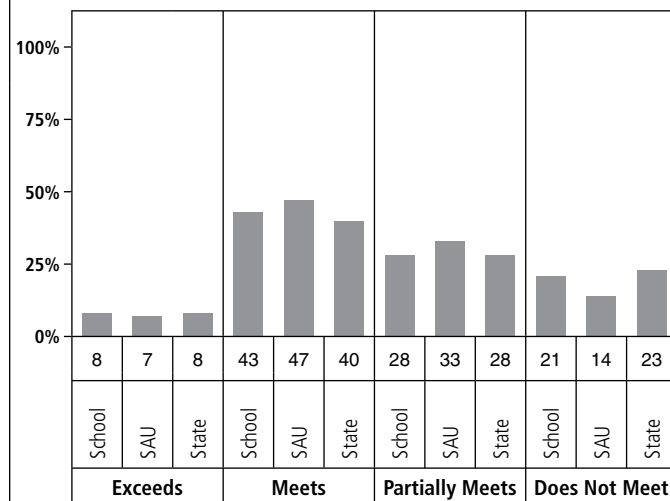
SAU: Ellsworth School Department

School: Ellsworth High School

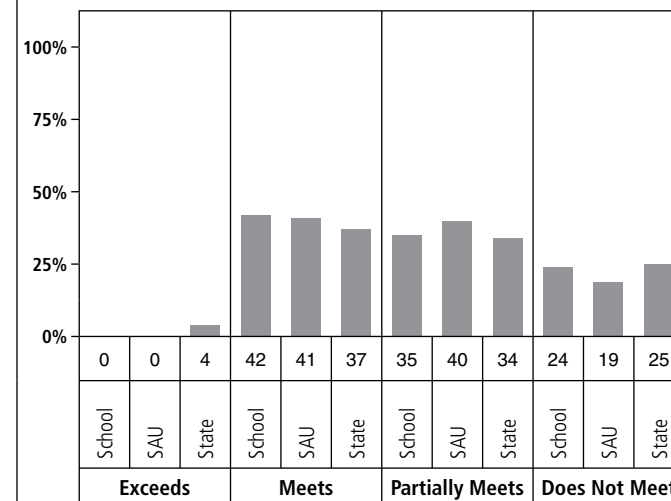
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1137 1141	1138 1142	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1138 1139	1138 1141	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1136 1139	1137 1140	1141 1140
<b>Science</b> 2007–2008	1140	1140	1141

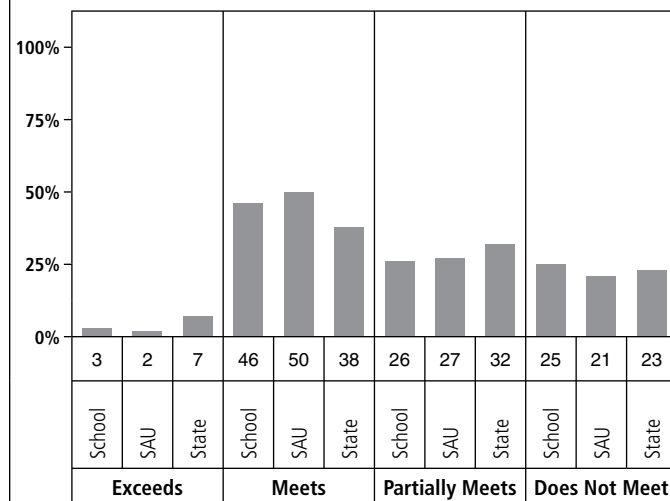
## CRITICAL READING



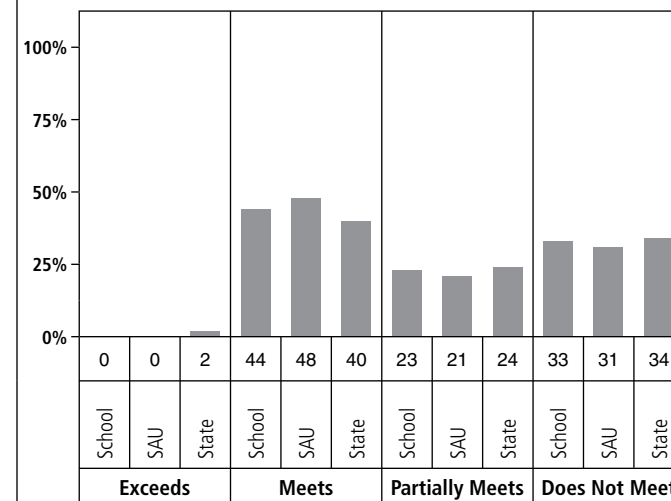
## MATHEMATICS



## WRITING



## SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	148	100	93	100	15604	100	141	95	87	94	14875	96	143	97	89	96	15165	97	141	95	87	94	14869	96	139	94	87	94	14961	96
Ethnicity African American/Black	5	3	3	3	305	2	5	100	3	100	261	86	5	100	3	100	286	95	5	100	3	100	260	86	3	60	2	67	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	1	1	0	0	215	1	1	100	0	0	194	90	1	100	0	0	202	94	1	100	0	0	194	90	1	100	0	0	200	93
Hispanic	2	1	2	2	140	1	2	100	2	100	118	84	2	100	2	100	123	88	2	100	2	100	118	84	2	100	2	100	120	86
Caucasian/White	140	95	88	95	14841	95	133	95	82	93	14207	96	135	96	84	95	14457	98	133	95	82	93	14202	96	133	95	83	94	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	18	12	11	12	2247	14	16	89	9	82	2065	93	17	94	10	91	2138	96	16	89	9	82	2060	92	17	94	10	91	2081	93
Current LEP	8	5	4	4	648	4	5	63	1	25	508	79	6	75	2	50	564	87	5	63	1	25	507	78	5	63	2	50	534	83
Economically disadvantaged	45	30	28	30	4028	26	42	93	25	89	3682	92	44	98	27	96	3831	95	42	93	25	89	3679	92	43	96	27	96	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	118	80	72	77	13042	84	120	81	74	80	13332	85	118	80	72	77	13042	84	117	79	72	77	13192	85
Identified disability (PET/IEP)	2	2	1	1	739	6	3	3	2	3	810	6	2	2	1	1	739	6	3	3	2	3	791	6
LEP	3	3	0	0	399	3	4	3	1	1	456	3	3	3	0	0	399	3	4	3	1	1	436	3
504 plan	7	6	5	7	196	2	7	6	5	7	204	2	7	6	5	7	196	2	7	6	5	7	201	2
Participation with accommodations	23	16	15	16	1623	10	23	16	15	16	1624	10	23	16	15	16	1625	10	22	15	15	16	1567	10
Identified disability (PET/IEP)	14	61	8	53	1117	69	14	61	8	53	1119	69	14	61	8	53	1119	69	14	64	8	53	1088	69
LEP	2	9	1	7	93	6	2	9	1	7	93	6	2	9	1	7	93	6	1	5	1	7	83	5
504 plan	1	4	1	7	58	4	1	4	1	7	58	4	1	4	1	7	58	4	1	5	1	7	55	4
Other	6	26	5	33	367	23	6	26	5	33	366	23	6	26	5	33	367	23	6	27	5	33	353	23
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1	0	0	0	0	202	1	0	0	0	0	202	1
Identified disability (PET/IEP)	0	0	0	0	209	100	0	0	0	0	209	100	0	0	0	0	202	100	0	0	0	0	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	7	5	6	6	693	4	5	3	4	4	399	3	7	5	6	6	699	4	9	6	6	6	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	11	8	6	9	1079	7
	2006-2007	6	4	5	6	1168	8
	<b>2007-2008</b>	<b>11</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	28	7	17	7	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	52	39	34	49	5697	38
	2006-2007	45	30	26	31	5714	38
	<b>2007-2008</b>	<b>60</b>	<b>43</b>	<b>40</b>	<b>47</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	157	37	100	41	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	27	20	12	17	4772	32
	2006-2007	50	33	29	34	4728	31
	<b>2007-2008</b>	<b>39</b>	<b>28</b>	<b>28</b>	<b>33</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	116	27	69	29	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	42	32	18	26	3595	24
	2006-2007	51	34	25	29	3444	23
	<b>2007-2008</b>	<b>30</b>	<b>21</b>	<b>12</b>	<b>14</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	123	29	55	23	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	140	11	8	60	43	39	28	30	21	1141	86	7	47	33	14	1142	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	5	0	0	2	40	1	20	2	40	1137	3						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	1										0						192	4	35	30	31	1138
Hispanic	2										2						115	5	32	26	37	1136
Caucasian/White	132	11	8	57	43	38	29	26	20	1141	81	7	47	33	12	1143	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	1	7	2	13	12	80	1122	8	0	13	25	63	1127	1823	1	9	24	65	1126
No	125	11	9	59	47	37	30	18	14	1143	78	8	50	33	9	1144	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	5	0	0	2	40	0	0	3	60	1131	1						488	3	22	24	52	1132
No	135	11	8	58	43	39	29	27	20	1141	85	7	47	33	13	1142	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	42	2	5	16	38	13	31	11	26	1138	25	4	40	44	12	1140	3545	3	28	30	39	1134
No	98	9	9	44	45	26	27	19	19	1142	61	8	49	28	15	1143	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	140	11	8	60	43	39	28	30	21	1141	86	7	47	33	14	1142	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	72	5	7	37	51	19	26	11	15	1142	41	5	56	34	5	1144	7237	8	42	30	19	1142
Male	68	6	9	23	34	20	29	19	28	1139	45	9	38	31	22	1140	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	140	11	8	60	43	39	28	30	21	1141	86	7	47	33	14	1142	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						295	48	48	4	0	1161
No	140	11	8	60	43	39	28	30	21	1141	86	7	47	33	14	1142	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	2 0	1 0	1 0	1 0	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	49 59	31 42	26 36	28 41	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	46 49	29 35	23 35	25 40	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	61 34	39 24	43 17	46 19	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	142	0	0	59	42	49	35	34	24	1139	88	0	41	40	19	1141	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	5	0	0	1	20	3	60	1	20	1138	3						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	1										0						200	8	37	34	22	1142
Hispanic	2										2						120	3	23	32	43	1138
Caucasian/White	134	0	0	57	43	44	33	33	25	1139	83	0	41	39	20	1140	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	0	0	0	0	4	25	12	75	1126	9	0	0	33	67	1129	1896	0	8	22	70	1130
No	126	0	0	59	47	45	36	22	17	1141	79	0	46	41	14	1142	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	6	0	0	1	17	2	33	3	50	1131	2						545	3	16	28	53	1135
No	136	0	0	58	43	47	35	31	23	1140	86	0	42	41	17	1141	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	44	0	0	14	32	12	27	18	41	1136	27	0	33	33	33	1137	3695	1	22	37	40	1136
No	98	0	0	45	46	37	38	16	16	1141	61	0	44	43	13	1142	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	142	0	0	59	42	49	35	34	24	1139	88	0	41	40	19	1141	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	73	0	0	30	41	26	36	17	23	1139	42	0	43	38	19	1141	7362	3	36	36	24	1140
Male	69	0	0	29	42	23	33	17	25	1139	46	0	39	41	20	1140	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	142	0	0	59	42	49	35	34	24	1139	88	0	41	40	19	1141	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	35	59	5	0	1158
No	142	0	0	59	42	49	35	34	24	1139	88	0	41	40	19	1141	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	6	5	4	6	952	6
	2006-2007	3	2	2	2	937	6
	<b>2007-2008</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>962</b>	<b>7</b>
	Cum. Total*	13	3	8	3	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	60	45	38	54	6055	40
	2006-2007	46	30	27	32	6167	41
	<b>2007-2008</b>	<b>64</b>	<b>46</b>	<b>43</b>	<b>50</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	170	40	108	45	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	37	28	17	24	4916	32
	2006-2007	60	39	33	39	4723	31
	<b>2007-2008</b>	<b>37</b>	<b>26</b>	<b>23</b>	<b>27</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	134	32	73	30	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	29	22	11	16	3221	21
	2006-2007	43	28	23	27	3227	21
	<b>2007-2008</b>	<b>35</b>	<b>25</b>	<b>18</b>	<b>21</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	107	25	52	22	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	140	4	3	64	46	37	26	35	25	1139	86	2	50	27	21	1140	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	5	0	0	2	40	2	40	1	20	1138	3						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	1										0						192	6	30	34	30	1137
Hispanic	2										2						115	2	30	36	33	1136
Caucasian/White	132	4	3	62	47	33	25	33	25	1139	81	2	52	25	21	1141	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	0	0	2	13	13	87	1122	8	0	0	25	75	1122	1825	1	7	23	69	1125
No	125	4	3	64	51	35	28	22	18	1141	78	3	55	27	15	1142	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	5	0	0	2	40	0	0	3	60	1133	1						488	3	19	29	49	1131
No	135	4	3	62	46	37	27	32	24	1139	85	2	51	27	20	1140	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	42	0	0	12	29	15	36	15	36	1134	25	0	28	44	28	1135	3546	2	25	35	38	1134
No	98	4	4	52	53	22	22	20	20	1141	61	3	59	20	18	1142	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	140	4	3	64	46	37	26	35	25	1139	86	2	50	27	21	1140	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	72	2	3	40	56	18	25	12	17	1141	41	2	61	24	12	1142	7239	8	43	33	17	1142
Male	68	2	3	24	35	19	28	23	34	1137	45	2	40	29	29	1138	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	140	4	3	64	46	37	26	35	25	1139	86	2	50	27	21	1140	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						295	42	53	4	0	1159
No	140	4	3	64	46	37	26	35	25	1139	86	2	50	27	21	1140	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	0	0	0	0	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	61	44	42	48	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	32	23	18	21	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	46	33	27	31	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.15	41.0	6.06	40.4	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.07	43.4	6.35	45.4	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.02	35.9	5.31	37.9	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	6.22	47.8	6.55	50.4	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Ellsworth School Department  
School: Ellsworth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	139	0	0	61	44	32	23	46	33	1140	87	0	48	21	31	1140	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	3										2						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	1										0						199	3	36	25	36	1140
Hispanic	2										2						118	1	26	19	54	1136
Caucasian/White	133	0	0	58	44	30	23	45	34	1140	83	0	47	20	33	1140	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	1	6	2	12	14	82	1130	10	0	10	20	70	1132	1879	0	11	17	72	1133
No	122	0	0	60	49	30	25	32	26	1141	77	0	53	21	26	1141	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	5	0	0	1	20	3	60	1	20	1138	2						519	1	18	19	62	1134
No	134	0	0	60	45	29	22	45	34	1140	85	0	49	20	31	1140	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	43	0	0	18	42	9	21	16	37	1139	27	0	44	22	33	1139	3651	1	26	24	49	1137
No	96	0	0	43	45	23	24	30	31	1140	60	0	50	20	30	1141	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	139	0	0	61	44	32	23	46	33	1140	87	0	48	21	31	1140	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	71	0	0	31	44	19	27	21	30	1140	41	0	54	22	24	1141	7277	1	37	26	36	1140
Male	68	0	0	30	44	13	19	25	37	1140	46	0	43	20	37	1140	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	139	0	0	61	44	32	23	46	33	1140	87	0	48	21	31	1140	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	13	80	5	3	1152
No	139	0	0	61	44	32	23	46	33	1140	87	0	48	21	31	1140	14463	2	39	24	34	1140

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number